



Continuous Learning Calendar Report

*Charlotte-Mecklenburg Board of Education
February 26, 2019*

Overview of Topics

- Background
- Analysis Limitations
- Analysis of Impact
- Analysis of Attendance and Impact
- Analysis on Impact of Summer Partnership with BELL
- Cost of Continuous Learning Calendar School Operations
- Stakeholder Input on Calendars
- Questions and Discussion

Continuous Learning Calendar (CLC) Background

Background

- In 2013-14, four Project LIFT schools began operating on a Continuous Learning Calendar.
- The Continuous Learning Calendars were implemented to
 - 1) mitigate the effects of summer learning loss
 - 2) enhance the overall amount of quality instructional time for students in these schools

Background

In 2012, CMS and Project LIFT successfully advocated for and obtained calendar flexibility from the NC General Assembly becoming the only, non-charter public schools to have the ability to minimize summer learning loss by extending the school year.

Continuous Learning Calendar Schools

- Walter G. Byers School
- Bruns Academy
- Thomasboro Academy (additional 19 days)
- Druid Hills Academy (additional 19 days)

***In 2017-18, all four schools operated with a 180-day calendar.**

Perceived Benefits

(Costa, 1987; Zykowski et al., 1991) (Palmer & Bemis, 1998)

- Improved educational outcomes
- Minimized summer learning loss
- Remediation offered during inter-sessions
- Improved teacher and student attendance
- Reduction in discipline problems
- Reduction in teacher stress
- Increased motivation among teachers and students
- Increased availability of enrichment opportunities during inter-sessions

Perceived Disadvantages

(Palmer & Bemis, 1998)

- **Increased administrator burn-out**
- **Scheduling conflicts between family vacations and school activities**
- **Difficulty in arranging daycare**
- **Siblings on different attendance schedules**
- **Difficulty scheduling teacher in-service days**
- **Increased costs of operation**

Continuous Learning Calendar (CLC) Analysis Limitations

CLC Evaluation Partner

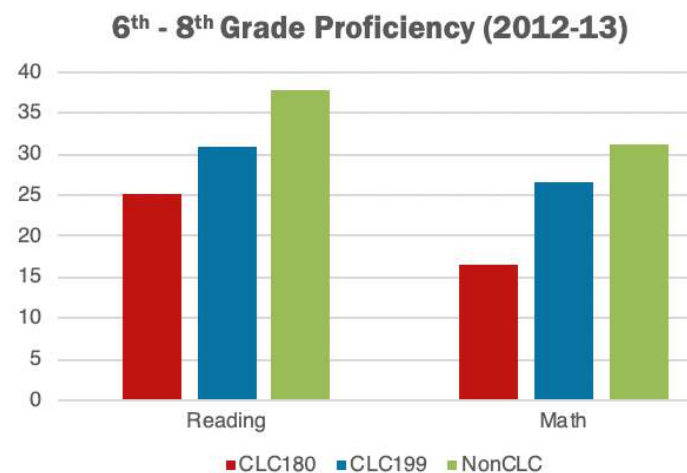
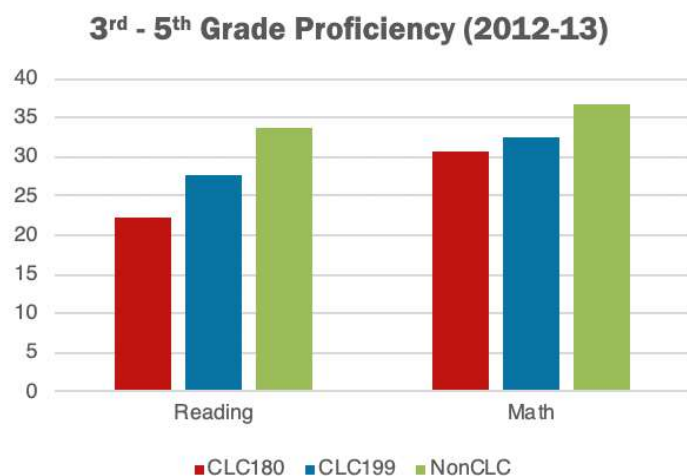


External Evaluation Partner: Research for Action

- Unbiased, third-party assessment of student outcomes and impact of the project
- Qualitative and Quantitative evaluation

Limitations of the CLC Analysis

- Adequate comparisons for CLC students are not available *within* the LIFT learning community
 - All CLC LIFT schools are PreK-8; only one PreK-8 school in the non-CLC LIFT group.
 - CLC schools had substantially lower academic performance than Non-CLC LIFT schools



Limitations of the CLC Analysis

- **Analysis compares performance of LIFT CLC students to comparable non-LIFT students.**
 - CLC 180 students vs. matched comparison students at non-LIFT PK-8 schools
 - CLC 199 students vs. matched comparison students at non-LIFT PK-8 schools
 - **Limitation:** Cannot disentangle CLC effects from the effects of other elements of the LIFT initiative in those schools.
- **Small sample size. Only two schools operating under each CLC model.**
 - **Limitation:** Not possible to disentangle CLC effects from school effects.

Result: CLC findings are at best correlational, not causal.

Continuous Learning Calendar (CLC)

Analysis of Impact

Analysis of CLC Impact

Grades 3-5

	SCALE SCORE			PROFICIENCY		
YEAR	Y1 V.Y2 (2013-14)	Y1 V.Y3 (2014-15)	Y1 V.Y4 (2015-16)	Y1 V.Y2 (2013-14)	Y1 V.Y3 (2014-15)	Y1 V.Y4 (2015-16)
Reading EOG						
CLC 180 vs. Comparison	1.7	0.5	1.2	5.3%	0.4%	0.1%
CLC 199 vs. Comparison	1.1	0.4	1.1	-0.2%	-1.8%	-2.6%
Math EOG						
CLC 180 vs. Comparison	-1.0	-3.7***	-4.5***	3.3%	-17.1%***	-20.5%***
CLC 199 vs. Comparison	-1.1	-2.3***	-2.0**	-5.1%	-14.1%***	-11.9%**

- LIFT CLC 180 and CLC 199 student gains in the Reading EOG were not statistically different from those of matched comparison students at non-LIFT schools.
- On the Math EOG, 3rd – 5th grade students at CLC 180 and CLC 199 schools made significantly smaller gains in both scale scores and proficiency rates compared to matched students at non-LIFT schools in Year 3 (2014-15) and Year 4 (2015-16).

Analysis on CLC Impact Grades 6-8

	SCALE SCORE			PROFICIENCY		
YEAR	Y1 V.Y2 (2013-14)	Y1 V.Y3 (2014-15)	Y1 V.Y4 (2015-16)	Y1 V.Y2 (2013-14)	Y1 V.Y3 (2014-15)	Y1 V.Y4 (2015-16)
Reading EOG						
CLC 180 vs. Comparison	-0.5	0.2	0.6	3.2%	9.9%*	3.5%
CLC 199 vs. Comparison	-0.7	1.9*	0.7	-4.0%	7.2%	3.9%
Math EOG						
CLC 180 vs. Comparison	-0.6	-0.4	-1.5*	0.8%	-2.4%	-4.3%
CLC 199 vs. Comparison	-0.7	-0.4	-2.0**	-2.1%	-0.3%	-6.3%

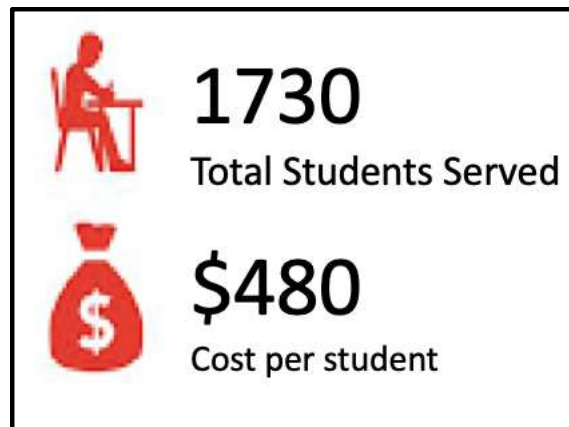
- **Reading EOG:**
 - CLC 180 and CLC 199 students improved the same as or slightly more than comparison students.
- **Math EOG:**
 - CLC gains in Scale Scores were significantly less than for peers in Year 4.

Continuous Learning Calendar (CLC) Budgetary Implications

Budgetary Implications

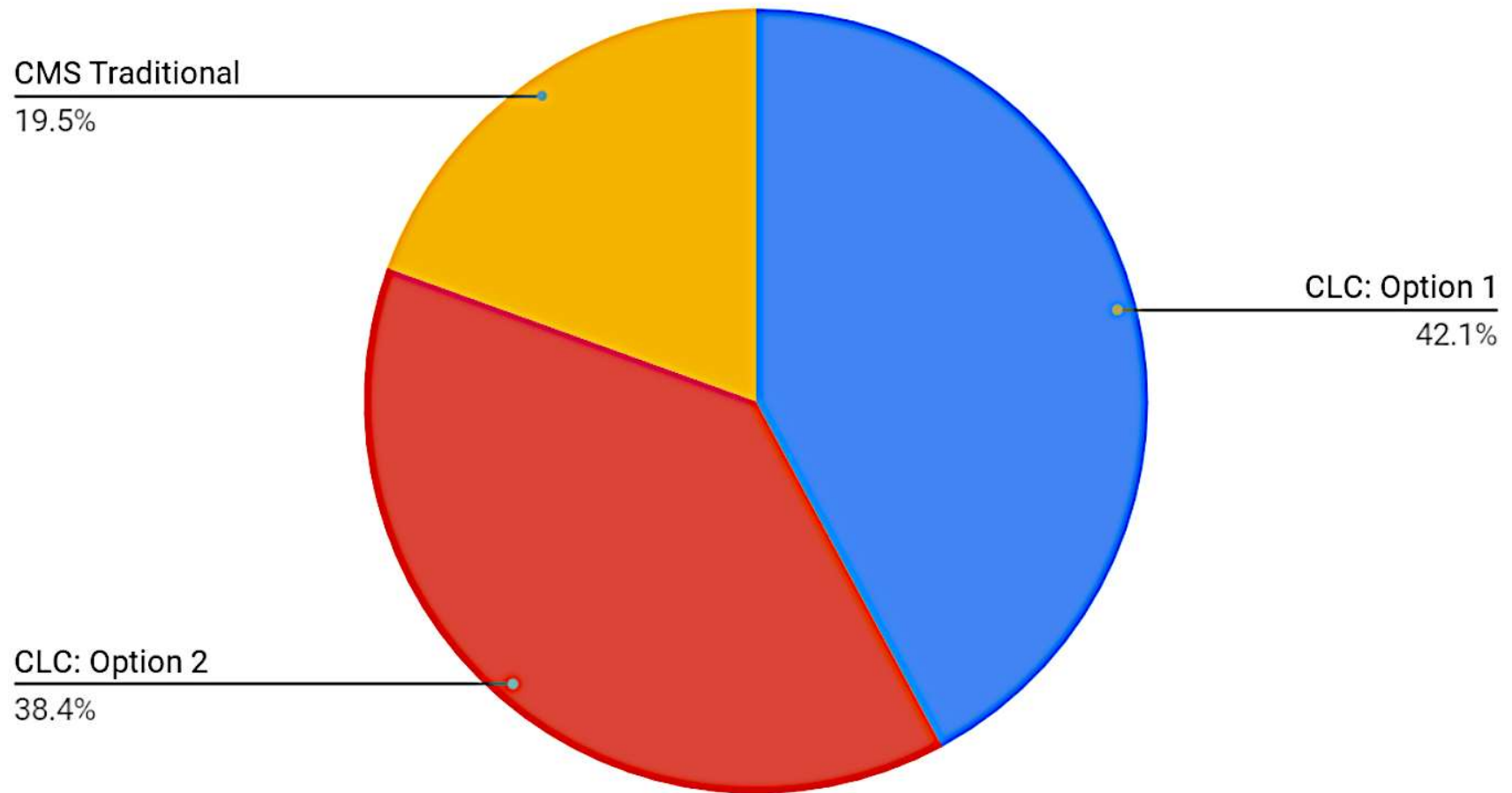
CLC School Operations

Transportation July-August	\$80K	Buses for students from CLC start of school (July) to CMS start of school (August)
Intersession Camps	\$250K	About \$62K per school; pays for teachers to work during intersession breaks to provide students with academic support and enrichment activities. Student participation in intersession camps are optional and are mostly attended by younger, K-4 students.
Compensation	\$500K	Additional month of employment for assistant principal, social worker, counselor, psychologists, BMT, campus security, and 10-month learning community staff
TOTAL	\$830K	



Continuous Learning Calendar (CLC) Stakeholder Input Survey

Which calendar option do you prefer?

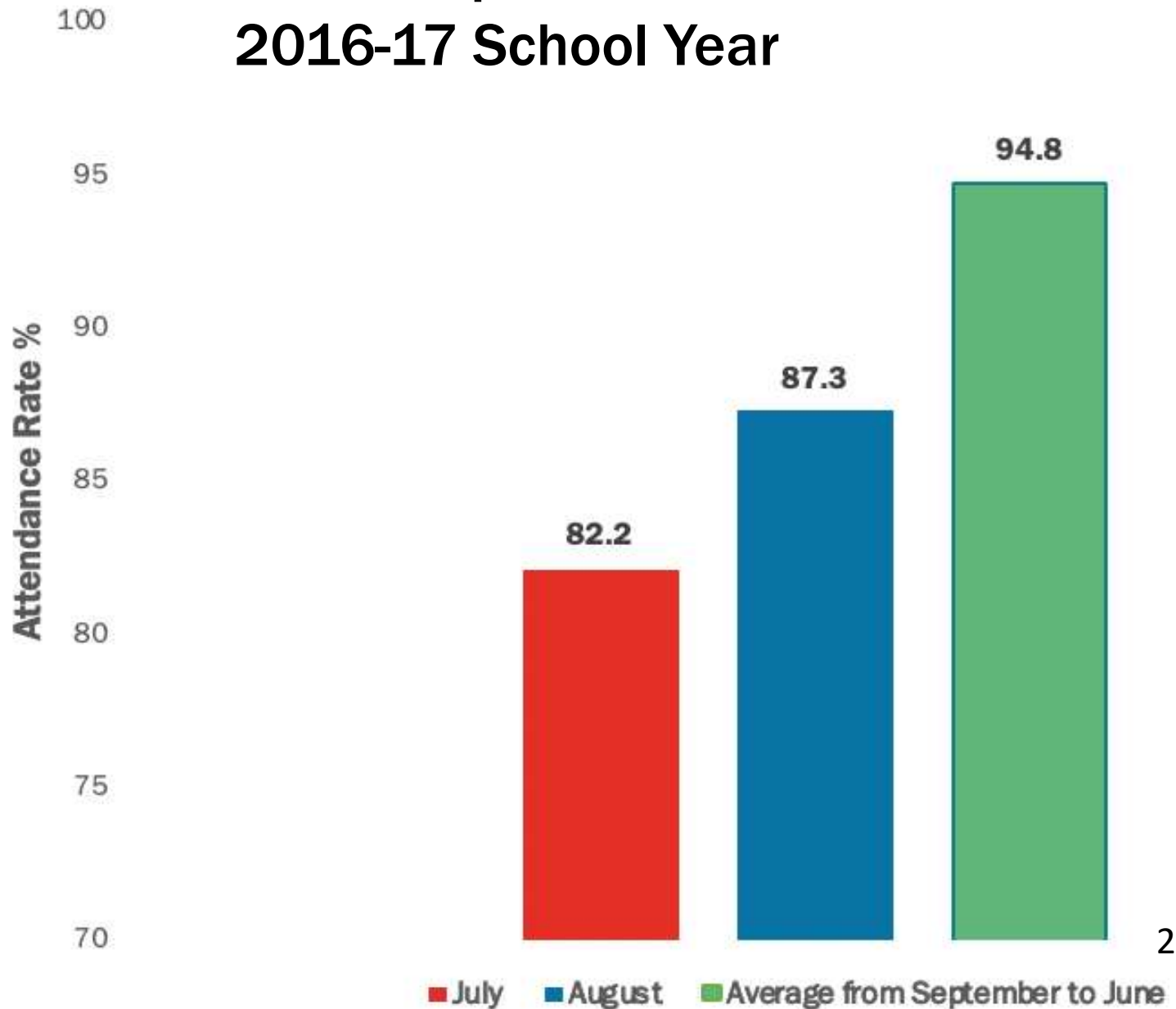


Continuous Learning Calendar (CLC) Questions and Discussion

Appendix

Continuous Learning Calendar (CLC) Attendance

Attendance Rate: School Start & Remainder of Year Comparison 2016-17 School Year



CLC Dosage Effect Analysis

- **Because summer attendance is a key feature of CLC treatment, we defined CLC dosage groups by how many days students attended in July and August**
 - Low dosage group: 0% to less than 50% summer attendance
 - Mid dosage Group: 50% to less than 90% summer attendance
 - High dosage group : 90% or greater summer attendance
- **Compares academic performance of mid and high dosage groups to that of the low dosage group**

CLC Dosage Effect Analysis Results: Grades 4 & 5

	SCALE SCORE							
YEAR	2013-14		2014-15		2015-16		2016-17	
CLC Dosage Group	Mid	High	Mid	High	Mid	High	Mid	High
	Reading EOG							
CLC Dosage Effect			+				+	+
	Math EOG							
CLC Dosage Effect								

Note: + indicates that CLC students made a significantly larger gain in the state assessment compared to students in the lowest CLC dosage group (July & August attendance <50%).

CLC Dosage Effect Analysis Results:

Grades 6 - 8

	SCALE SCORE							
YEAR	2013-14		2014-15		2015-16		2016-17	
CLC Dosage Group	Mid	High	Mid	High	Mid	High	Mid	High
	Reading EOG							
CLC Dosage Effect		+		+				
	Math EOG							
CLC Dosage Effect			+	+				

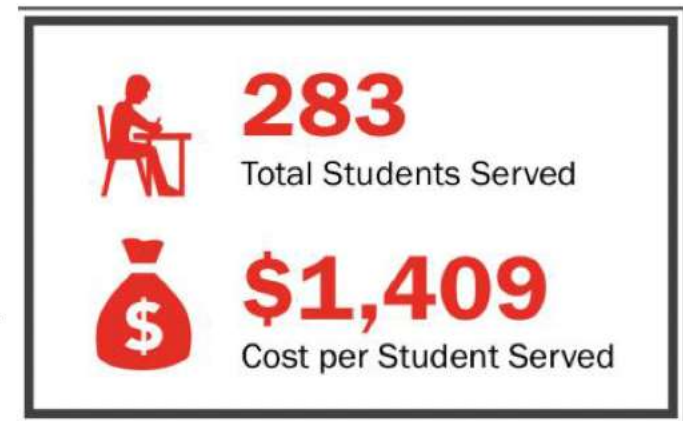
Note: + indicates that CLC students made a significantly larger gain in the state assessment compared to students in the lowest CLC dosage group (July & August attendance <50%).

Building Educator Leader for Life (BELL) Analysis of Impact

Partner Analysis

Building Educated Leaders for Life

- Allenbrook Elementary
- Ashley Park K8 School
- Ranson Middle School
- Statesville Road Elementary



BELL Summer Participation and Attendance

TABLE 1. STUDENT PARTICIPATION AND ATTENDANCE IN BELL SUMMER				
	<i>Total Students Served</i>	<i>% of School Population</i>	<i>Total Possible Days</i>	<i>Participants' Average Attendance Rate</i>
Allenbrook Elementary	55	8.9%	29	77.4%
Ashley Park PreK-8 School	48	6.7%	29	68.6%
Ranson Middle	121	10.7%	29	73.7%
Statesville Road Elementary	59	10.4%	29	77.2%
<i>Total</i>	283	9.3%	29	74.3%

- BELL Summer served 7% to 11% of the student body at partner schools.
- Overall, participants' average attendance rate was approximately 74%.

Analysis on BELL Impact

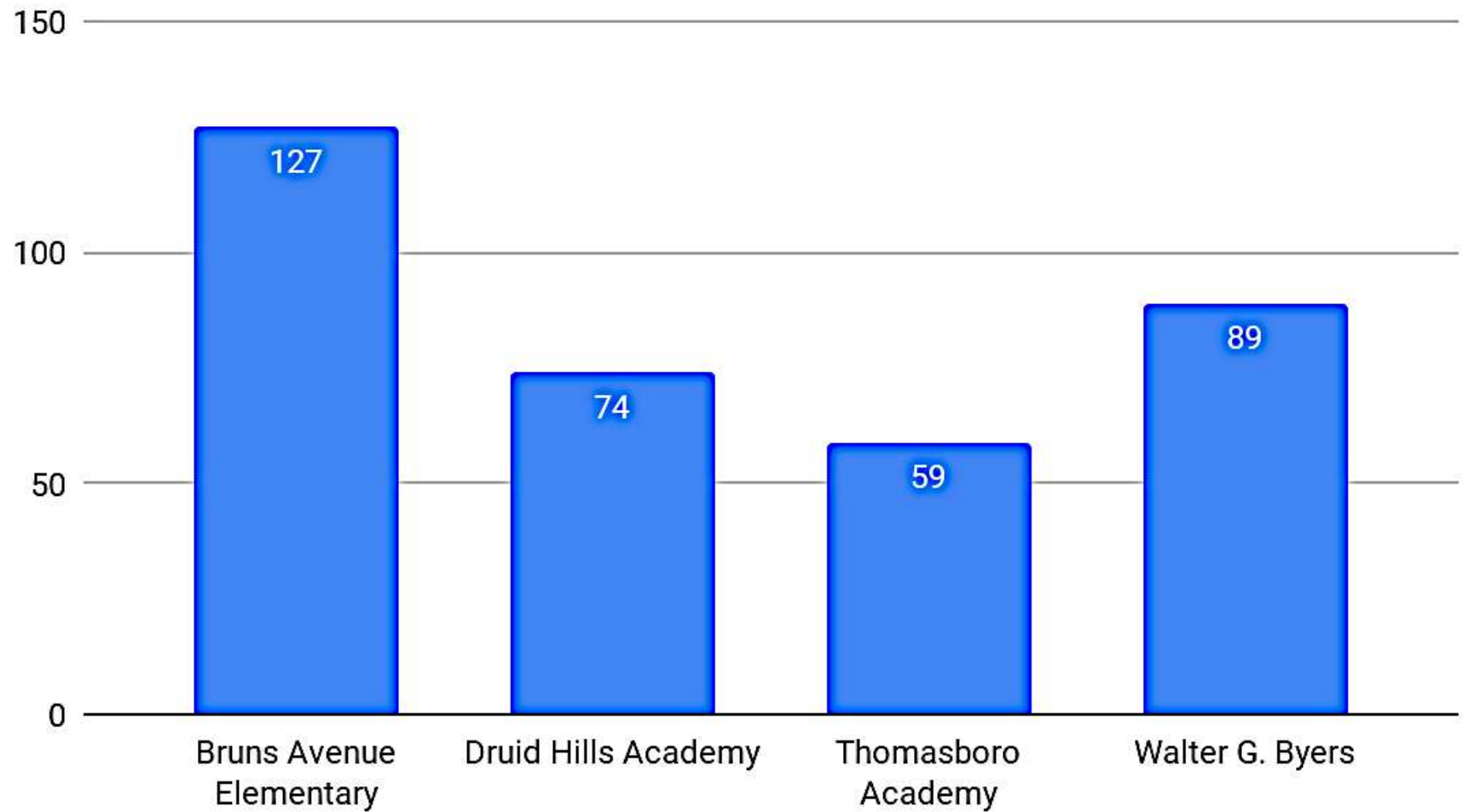
**TABLE 5. ACADEMIC AND BEHAVIORAL PERFORMANCE
(PARTICIPANTS VS. MATCHED COMPARISON STUDENTS)**

		<i>BELL Participants</i>			<i>Matched Comparison Students</i>		
		2014-15	2015-16	Diff.	2014-15	2015-16	Diff.
Academic Outcomes	Reading EOG: Scale Score	443.5	448.3	+4.7***	443.1	447.6	+4.5***
	Reading EOG: Proficiency Rate	27.8%	40.5%	+12.7%**	29.4%	32.5%	+3.2%
	Math EOG: Scale Score	445.4	447.5	+2.2**	445.1	444.9	-0.2
	Math EOG: Proficiency Rate	33.3%	38.1%	+5.7%	29.4%	27.8	-1.6%

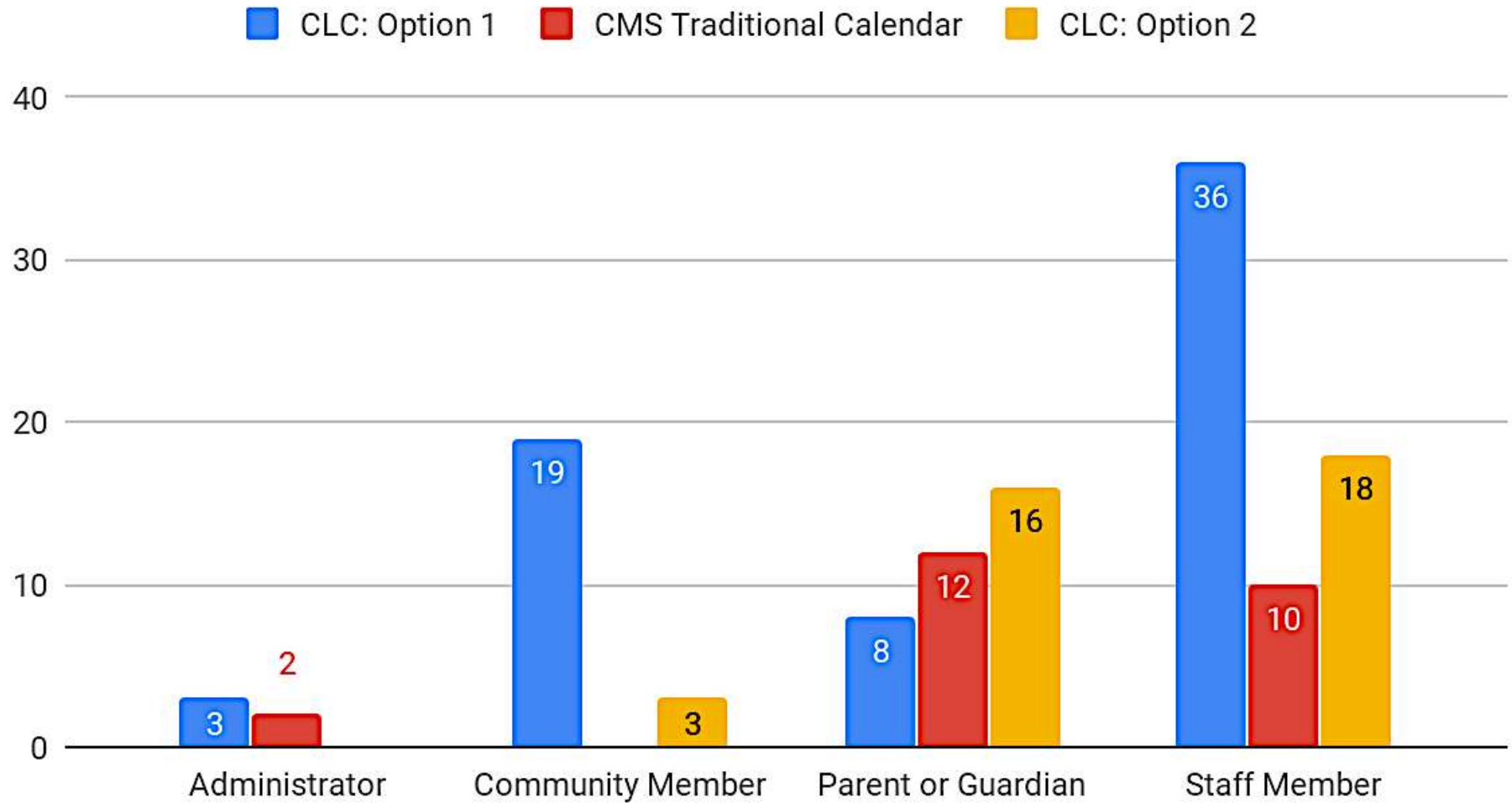
- BELL Participants made significant gains in Reading EOG scale scores, Reading EOG proficiency rates, and Math EOG scale scores.
 - Matched comparison students showed significant gains only in Reading EOG scale scores.

Continuous Learning Calendar (CLC) Stakeholder Input Survey by School

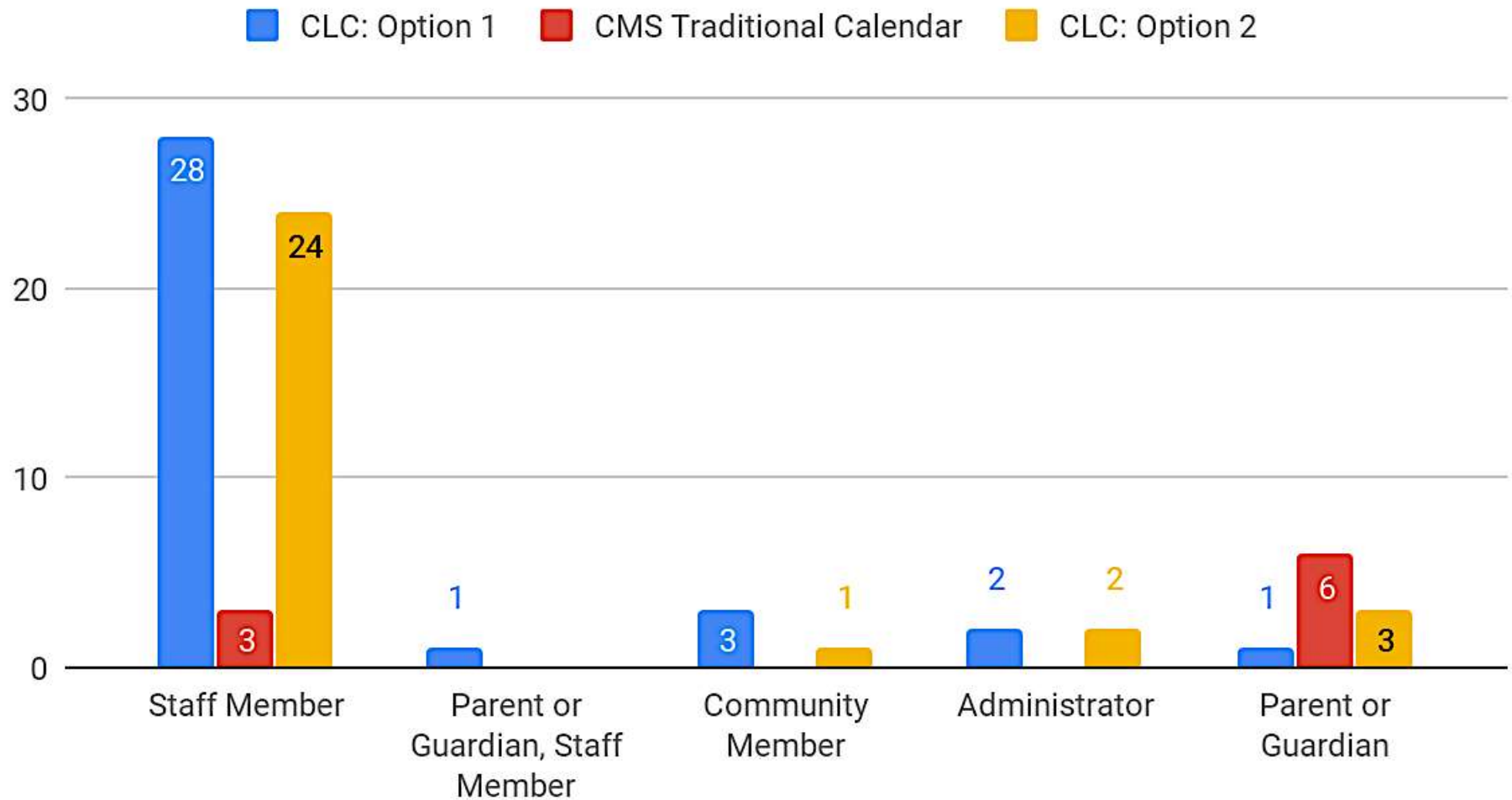
Which CMS school do you work, live in, or child(ren) attend:



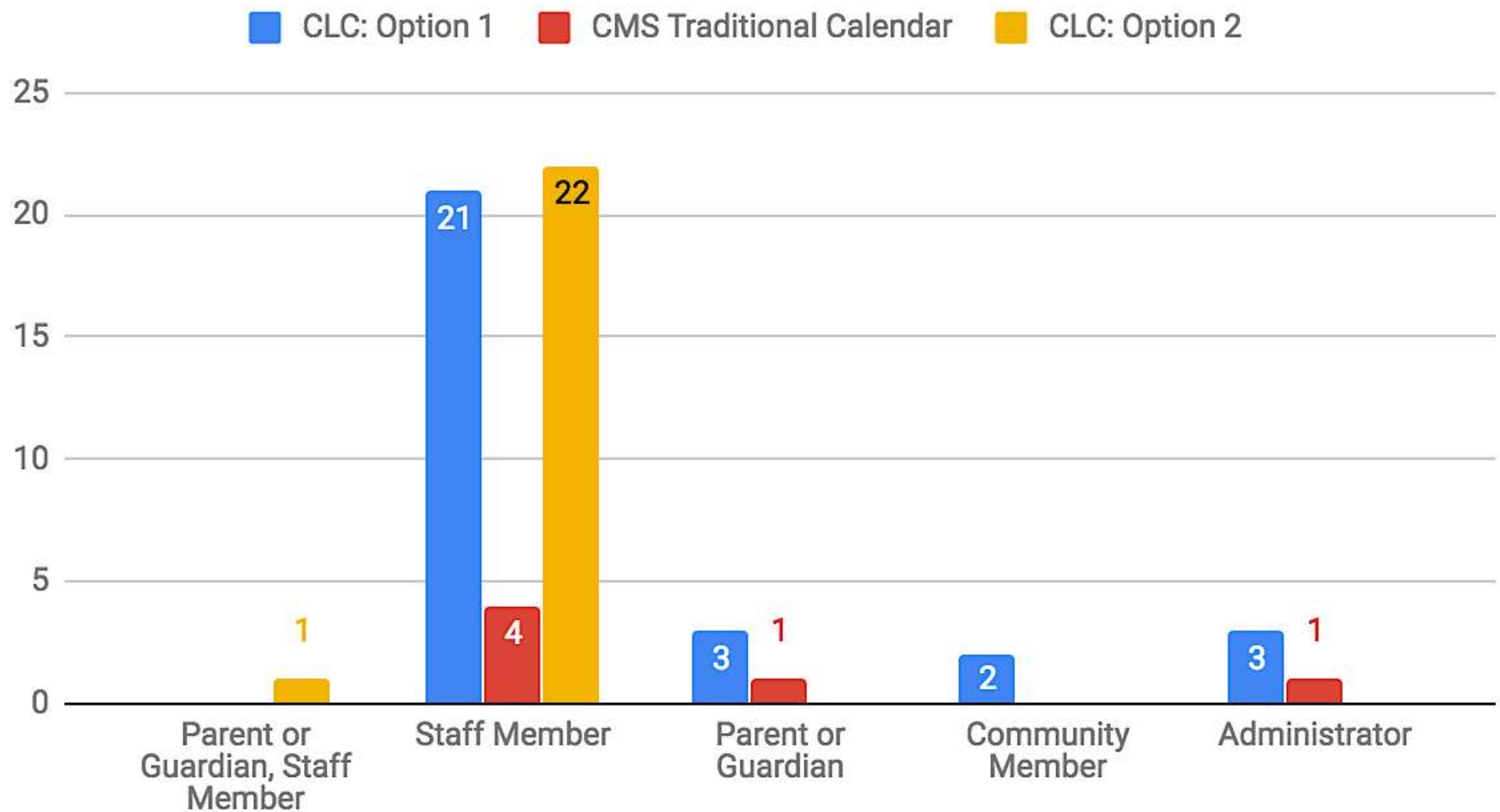
Bruns Avenue Elementary Survey Breakdown



Druid Hills Academy Survey Breakdown



Thomasboro Academy Survey Breakdown



Walter G. Byers Survey Breakdown

